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ABSTRACT

In the Caribbean, vocational education is provided through both formal and nonformal educational programming. An excellence-oriented vocational teacher education program to prepare individuals to teach in the educational system of the region should incorporate training in the history and philosophy of vocational education, instructional techniques, classroom organization and management, testing and measurement, course construction, basic psychology, and first aid. In addition, prospective teachers should demonstrate satisfactory performance in an area of specialization. Standard certification for full-time teachers should require completion of a two-year course of study; standard certification for part-time teachers should entail successful completion of an inservice training arrangement to be completed through evening classes and summer workshops. The Vocational Training Development Institute (VTDI) in Jamaica is currently contributing to the preparation of vocational teachers and instructors in the Caribbean by providing teacher education in accordance with these standards. To date, VTDI has trained 39 foreign students from 12 Caribbean countries. Plans are underway to expand the scope of services offered by VTDI and increase the amount of training and retraining for VTDI staff members. (MN)

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EXCELLENCE IN VOCATIONAL TEACHER EDUCATION - FOCUS ON THE CARIBBEAN

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1. Concepts and Understanding of Vocational Education in the Caribbean.

a) Formal and Non-Formal Structure

Vocational Education is an organized and sequential programme of instruction that should be available to all individuals who want, need and can benefit from it. It is an integral part of the total Education Programme. Vocational Education should enable someone to get a job, hold the job and grow with the job. Vocational Education is a major contributor to the economic development and the well being of any country.

In Jamaica Vocational Education is taught in the Formal and Non-Formal systems of education.

Formal System

Pre Vocational Education is taught in New Secondary Schools beginning at Grade 10 through 11. In this programme students are exposed to a skill for two years, which is composed of practical in the workshops and laboratories, theory lessons and about four weeks on the job experi-nce in industry.

Vocational Education is taught in Technical High Schools, Elim and Knocalva Agricultural Schools where students have the option to choose a particular skill area whether it be Commercial, Engineering, Animal Husbandary, Farm Equipment Mechanic or Poultry Farming etc. which can equip them to get a job after leaving school.

Non-Formal System

The non-formal system of education is concentrated in the Ministry of Youth and Community Development in Jamaica. In this system pre-vocatioanl education is taught in Youth Centres for one year.

Non-Formal System (Cont'd)

After this exposure students are sent to the Industrial Training Centres for another year. Some of the skills taught are Welding, Electrical Installation, Plumbing and Pipefitting, Catering, Garment Making, Masonry and Steel-fixing, Auto Electric, Agriculture and Mechanics.

After the student has passed through the Industrial Training Centres they move on to the existing Youth Camps and HEART Academies. At the moment there are only two existing HEART Academies, one where Commercial Skills are being taught and the other where Building Skills are being taught.

In addition to the institutions in the Ministries of Education and Youth to young adults e.g. Operation Friendship which is sponsored by the Methodist Church.

Formerly Vocational Education have operated independently from regular education system, it is admitted nowadays that divergencies and differences are hardly justified theoretically, and that the underlying philosophy calls for an integration of vocational training within the total mechanism of man's education. Over and above this, a new concept is now promoted recognising and encouraging all kinds of learning patterns, abandoning schools and classrooms as the sole channel for acquiring skills and knowledge. This concept emphasises every man's right to learn at all times of his life in every possible way. It is the idea of an open ended education, concurrent and inseparable from a life long education that makes unjustifiable the divisions and limitations imposed upon vocational training for so many years.

2. Ingredients of an Excellence Oriented Vocational Teacher Education Programme.

An excellence oriented vocational teacher education programme should incorporate the following subject areas and Certification Requirements.

1. History and Philosophy of Vocational Education.
2. Instructional Techniques.
3. Workshop/classroom Organization and Management.
4. Testing and Measurement.
5. Course Construction.
6. Basic Psychology.
7. Basis First Aid - (Theory and Practice)
8. Satisfactory performance in area of specialization.

Standard Certification

This should be a two (2) year course which requires the satisfactory completion of:

1. Five (5) Pedagogy Courses which include - 460 clock hours
2. Satisfactory performance in area of specialization which include - 300 clock hours
3. Satisfactory completion of courses in communication skills which include - 330 clock hours
4. One year satisfactory performance after initial/basic training - (internship) -

Excellence Vocational Education Programme must be kept consistent with changing technology and be relevant to the needs of individuals and society through a process of constant evaluation and improvement.

3. Preparation of Vocational Teachers and Instructors for Caribbean Vocational Programmes.

The preparation of vocational teachers is critical to the vocational skill training efforts of Caribbean countries. Vocational Education is a critical component of an individuals' life, therefore all vocational teacher training programmes should be highly relevant to individual and societal needs. Preparation should take place in an environment that approximates real life working conditions. We further believe that the vocational teacher training programme must be kept consistent with changing technology and relevant to the needs of individuals through a process of constant evaluation and improvement.

The Vocational Training Development Institute in Jamaica contributes to the preparation of vocational teachers and instructors in the Caribbean. To date the institution has trained thirty-nine (39) foreign students from the following twelve (12) Caribbean countries; Barbados, Cayman Islands, Belize, St. Kitts, St. Vincent and the Grenadines, Grand Turks, St. Lucia, Dominica, Monsterrat, Antigua, Tortola & Bahamas. This training started in 1974.

The duration of training for the Standard Certificate is as follows:

a) Standard Certification (full time) - 2 years

One year intra-mural October - July

One year on-the-job - a type of internship period

b) Standard Certification (part time)

This is an in-service training arrangement through evening classes and summer workshops. The minimum time for completion is three years.

c) Advanced Certification

This is a part-time course of one year duration.

Occupational Competence for Instructors

a) Between 3-5 years working experience

b) Minimum of nine years formal education

c) J.S.C. Certificate in English Language and Mathematics (Minimum)

d) Requirement for Related Teachers - G.C.E. O'Level
English Language, Mathematics and
Technical or Engineering Drawing

In addition to the Vocational Training Development Institute, teachers are also trained at the College of Arts, Science and Technology. The minimum requirements for entry is four Ordinary Level subjects in the General Certificate of Education Examination. This course is a three year programme which also includes the internship period.

4. The Role of Vocational Teachers, Instructors, Trainees, Employees and Community Personnel in the Planning and Implementation of an Excellence Oriented Vocational Education Programme.

Vocational guidance and training are meant to 'Uncover' and develop man's abilities to lead an active, productive and satisfactory life. This is applicable both to young people and adults and to all spheres of economic, social and cultural life, and at all levels of occupational qualification and responsibility. Therefore it is imperative that not only vocational teachers and instructors become involved with the planning and implementation of vocational education programmes but along with trainees, employers and community personnel vocational education must be planned, implemented and maintained.

Employers

On the job experience is necessary in vocational education programme and so it is incumbent upon the employers to allow trainees to use their facilities. Employers should also have an input in the level of competence that is needed for the industry so that training programmes can be planned to attain the required standard.

Community Personnel

The communities in which the vocational education programmes are carried out will always have influential persons who can play a role in the planning and implementation of these programmes. The community personnel can make various contributions in terms of equipment and other needed items. The community personnel can also support the institution's social programmes. These personnel can also help with the recruitment of prospective students.

Trainees

Research can be carried out on trainees to find out what they think of the existing vocational training programmes and what they think should be subtracted and added. The result of this research will determine what type of programme will be planned. The trainees role can come in where various committees are formed to be incharge of various student affairs in the institutions .

Teachers and Instructors

Teachers and instructors should help to plan vocational education programmes and not only to implement them. The teachers have had the necessary experience needed and so they should make sure that everything that is needed for an excellent programme is built in the planning stage.

The Role of the Vocational Training Development Institute, Past, Present and Future.

The Vocational Training Development Institute began under the auspices of the Ministry of Labour, the United Nations Development Programme and the International Labour Organization in 1970.

In 1976 the Government of Jamaica assumed full responsibility for the Vocational Training Development Institute and in 1977 it was transferred to the Ministry of Youth and Community Development.

The Original Mission of the Vocational Training Development Institute.

The original mission of the V.T.D.I. was to:

1. Train Vocational Instructors/Teachers for the public and private sectors.
2. To evaluate, test and certify Vocational Instructors/Teachers.
3. To retrain and improve skills of workers for employment and production.
4. To prepare and develop Vocational Industrial Training Syllabuses and Manuals for use in the Public and Private Sectors.
5. To test and certify learners and industrial workers at all levels and grades.
6. To interpret changes and trends in trade practice and technology to supervisors and workers in industry.

Present and Future Vocational Training Development Institute.

The emphasis is placed on;

1. Training Vocational Teachers for the Ministryof Education
2. Training Vocational Instructors for the emerging H.E.A.R.T. Academies.
3. Curriculum and Test Development for the H.E.A.R.T. Academies.
4. Training workers for the Jamaica Defence Force.

Present and Future Vocational Training Development Institute. (Cont'd)

5. Printing for government agencies.

V.T.D.I. has excellent instructional facilities for teaching skills in Automotive, Construction, Electrical Control, Electrical Installation, Machine Shop and Welding. It will soon have good facilities for teaching skills in Air Conditioning and Refrigeration, Industrial Electronics and Radio and Television Repair.

ILO/CINTERFOR/INCE - CARIBBEAN Project

The ILO/CINTERFOR/INCE Project commenced in August 1981 and was completed in August 1984.

The project was funded by the Government of Venezuela through Venezuela's National Institute for Educational Cooperation (INCE).

During January - April 1983 eleven (11) persons from the following ten (10) English Speaking Caribbean countries participated - Grand Turks, St. Vincent, Jamaica, St. Lucia, Dominica, Monsterrat, Antigua, Barbados, St. Kitts and Tortola (B.V.I.)

The course content was quite close to that of the standard certificate programme, except for the ommission of skill upgrading and communication skills which could have been useful for some of the participants.

Salient Points

1) The Ven participants benefited very well from the programme.
2) Skill training completed with previous teaching experience or good academic background produced the best results.
3) Deficiencies after initial training period may be remedied by itinerant programmes or retraining at the V.T.D.I.

Territories/Agencies Served Jamaica -

Ministry of Education, Ministry of Youth & Community Development, Jamaica Defence Force, Ministry of Social Security, Alcan Jamaica Ltd., and Seprod Limited.

Statistics

Year	Full Time No. of Persons	Part Time No. of Persons
1971 - 72	29	125
*1972 - 73	-	61
1973 - 74	45	30
1974 - 75	59	342
1975 - 76	247	735
1976 - 77	169	795
1977 - 78	109	610
1978 - 79	113	280
1979 - 80	56	243
1980 - 81	42	260
1981 - 82	58	211
1982 - 83	76	80
1983 - 84	44	324
	1,047	4,096

* Transfer to new accommodations: Staff Training

Suggestions To Be Pursued for the Future.

1. Utilize the vacant laboratories at V.T.D.I. by establishing a day programme and an evening programme to train crafts persons to the level of City and Guilds Examinations (possibly using Jamaican standards which could be developed by V.T.D.I. to replace London standards).

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Suggestions To Be Pursued for the Future. (Cont'd)

1. (Cont'd) Keep tuition low, but do not pay stipend to trainees. Establish a selection process for training which admits only those who have ability to succeed in the programme, but does not seek to admit only those who have the highest test, the most 'O' Level passes and the best school marks. There is a distinct shortage in Jamaica of people who can meet the City and Guilds (or equivalent) craft standard, and there appears to be a ready supply of people who are willing to finance their own training even at considerable personal sacrifice.
2. Increase the amount of V.T.D.I. staff training and retraining. Assist all full time professional staff to secure baccalaureate degrees in Vocational Education or other relevant fields as rapidly as possible.
3. Utilize more part-time staff from business, industry and government, especially in the evening programme. With current pay levels it is difficult to attract full time instructors who are fully experienced. By employing part time instructors who continue to work full time at their regular employment, more qualified people can be obtained.
4. Broaden the teacher training, curriculum development and testing functions of V.T.D.I. to serve adult educators as well as vocational educators.
5. Broaden the curriculum development function of V.T.D.I. to include copperation with JAMAL in the production of instructional materials for teaching reading and Mathematics with an occupational bias.

Suggestions To Be Pursued for the Future. (Cont'd)

6. Develop an instructional laboratory in garment construction in the former ITC facility adjoining the VTDI campus. VTDI should provide pedagogic and skill training in every speciality taught in the HEART Academies. This will require VTDI to contract with other Government Agencies and with the private sector to secure facilities for instruction and for testing trainees in Agriculture, Catering, Clerical, Cosmetology and other instructional fields until it can acquire adequate staff and facilities.

7. HEART Academies will need three types of instructors pipeline (top recent graduates of HEART Academies who have received Pedagogic training at VTDI: related (CAST or University graduates who have some practical experience plus skill and Pedagogic training at VTDI) and field experience. (Persons with considerable employment experience plus skill and Pedagogic training at VTDI). VTDI should develop special instructor training programmes for each of the three types of instructors.

8. VTDI should serve the major craft level vocational teacher and instructor training, curriculum development and certification centre in the Caribbean Inter Governmental contracts should be facilititated by one individual on the VTDI staff.

9. Consideration should be given to the formation of a research and development section at VTDI. It could have responsibility for current work in curriculum, test development and standards, and could also engage in contract work such as for the development of a Jamaican Dictionary of occupational titles.